



Inspiring All to Excellence



*Pride in myself; Pride in my work;
Pride in my school; Pride in my community*

Glascote Academy

Learning and Teaching Policy

Document Control

Policy Title	Learning and Teaching Policy
Effective Date	Summer 2024
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Policy Approver	LGB

Version Control

Version	Date	Amended by	Comments
1	Summer 2022	Michelle Powell	Date in line with Trust schedule
2	Summer 2023	Michelle Powell	
3	Summer 2024	Michelle Powell	

Section	Changes Made
Teaching strategies and styles	Added: I do, We do, You do
Reading	Changed to three-week cycle
Writing	Added Y2 spelling programme for Sept 2023
Phonics	Added new phonics scheme information for Sept 2023
Theme section removed	Enrichment section added
Curriculum	Virtues and Big ideas – logos added

At Glascote Academy, we are committed to high quality teaching and learning to raising standards of achievement for all children, developing lifelong learners and responsible citizens who have high aspirations for their future.

Our Glascote Purpose

Through experiences, high quality teaching and modelling:

- Children will have a good foundation of academic and life skills that can be applied in day-to-day life.
- Children will be confident communicators who are able to manage emotions and feelings.
- Children will be self-motivated, reflective and inquisitive learners who have a love of learning, and who are accountable for their own decisions and actions.
- Children will have high aspirations and ambitions through exposure to the world around them, knowing that there is no limit to what they can achieve.
- Children will demonstrate integrity, kindness, compassion, honesty, and empathy by being respectful to each other and their surroundings.

Our Glascote Aim

Our aim is for every child to be a citizen of the world with an instilled sense of *Pride* in themselves, in their work.

At Glascote Academy, we believe that Parents are valuable at supporting their child's learning by:

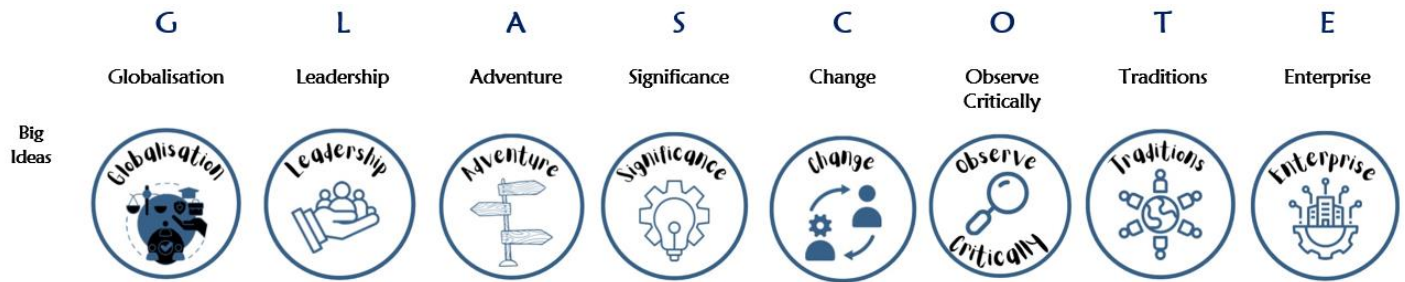
- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support home learning and give due importance to any homework set;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

Curriculum

At Glascote Academy, our curriculum promotes learning, and personal growth and experiences. It includes not only the formal requirements of the National Curriculum 2014, but also a variety of enrichment activities. Our Character Virtues underpin our curriculum. We want children to grow into positive, responsible people, who can work and cooperate with others whilst at the same time developing their knowledge and skills, to achieve their true potential.



We continually seek the highest standards of attainment for all our children. Above all we believe in making learning memorable. Our subject specific key concepts, and our own “Big Ideas” (arching key concepts) thread across our curriculum to secure learning:



Fierté Trust Curriculum Principles:

Deep, broad and balanced.

Coherent and progressive through and across key stages, subjects and year groups building on children’s prior learning.

Ambitious; underpinned by the highest of expectations.

Evidence informed, founded on developing knowledge, understanding and skills.

Inspiring so pupils are equipped with the ‘cultural capital’ they need to succeed.

Flexible, inclusive, and responsive to needs.

Memorable and sensitive to the local context.

Rich in outdoor learning experiences for all.



Curriculum Intent



Upholds and promotes our vision of "Pride"

Raises aspirations and opens their eyes to a world beyond their immediate surroundings

Shapes independent and co-operative learners who learn from their mistakes

Promotes a life-long love of learning

We consider our Glascote Family to be special and unique and as such our pupils deserve a curriculum that...

Promotes practical everyday life skills that prepare them for their future

Promotes creativity, curiosity, and confidence

Secures knowledge and skills across all EYFS and National Curriculum subjects that build upon prior knowledge

Builds character, resilience, self-motivation, and a will to succeed

Implementation: Organisation and Planning

Planning and organisation of learning:

- 1] Substantive and disciplinary knowledge are built upon through a coherent curriculum that links through Reception, KS1 and KS2.
- 2] Long-term plans which indicate the topics or units to be taught in each term for each key stage are created by subject leaders
- 3] Medium-term plans give clear guidance on the objectives and teaching strategies for all subjects, most of which are purchased schemes
- 4] Short-term plans are those that our teachers write on a weekly basis.

Subjects are taught as discreetly as per a weekly timetable. Geography and History are taught alternately every half term, as are Art & Design and DT.

In Early Years, we adopt a hybrid approach to planning to take account of a full coverage of all aspects of Development Matters and children's interests as they work towards the Early Learning Goals. Before learning a fully formal way, Year 1 supports transition from Reception with the inclusion of some provision and adult-led learning. By Spring Year 1, there is a more formalised approach with whole class teaching and independent learning.

Classroom support is available in the form of Teaching Assistants, volunteers, and trainees (Child Care and Teacher), who may be deployed at the discretion of the class teacher, Inclusion Leader, or Senior Leaders. Volunteer helpers assist with the many aspects of school life, including supporting reading and aiding with school trips.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to perform. Pupils are

encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. 'Star of the Week' certificates are emailed to parents weekly to celebrate individual academic or behavioural achievement. 'Headteacher Awards' may be given to individuals when achieving their personal best in an area of learning; for continued perseverance; for exceptional behaviour and contributions to the school.

The Curriculum and Inclusion

Our curriculum is designed to be accessed by all children. Staff will use adaptations to before and within lessons to ensure that children are able to engage with their learning and make progress. Furthermore, we comply with the requirements set out in the SEND Code of Practice (*See SEND Information Report*).

Teaching Strategies and Styles

To ensure equality of access and effective matching of tasks to needs, teachers will employ a variety of teaching strategies in any one session. As a school we employ Metacognitive approaches within and across lessons to support learning behaviours through planning, monitoring and evaluating their own learning. We aim to follow the 7-step process:

- Activating prior knowledge – what do I already know?
- WAGOLL – what a good one looks like
- Modelling – teacher voicing thoughts (*I do*)
- Memorisation – talking through together
- Guided practice – teacher and pupils do part of it together (*We do*)
- Independent – have a go (*You do*)
- Structured reflection – have I been successful? Was my strategy successful? What do I need to change next time?

A specialist music teaching is available from "Rock it" Music company who teach all year groups every week; yoga is taught by a specialist teacher to Reception and Year 1 children; Sports Coaches teach across all year groups often concentrating on areas of expertise.

Learning Processes and opportunities

Children enter school at different stages of development. Children learn in different ways and at different rates of progress. While learning, children develop their skills through a variety of processes and learning opportunities. These include:

- investigation;
- experimentation;
- listening;
- observation;
- talking and discussion;
- asking questions;
- child-initiated play;
- practical exploration and role play;
- retrieving information;
- imagining;
- repetition;

- problem-solving;
- making choices and decision-making.

At Glascote Academy provides opportunities to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills. We recognise that each child has a unique way of learning, and that learning preference is affected by previous experience, ability, confidence, beliefs and values.

Resources

Classroom and central resources are the responsibility of classroom teachers and subject leaders who ensure that:

- there is a range of appropriate, accessible resources available to support independent learning.
- all children know where classroom resources are kept and the rules about their access and use.
- children are encouraged to act independently in choosing, collecting and returning resources where appropriate by accessing the “Helping Hands” resources
- the library is a valued resource and used appropriately.
- Classrooms and learning areas are attractive, welcoming and well organised environments engendering respect, care and value for all resources.

Pupils will be taught how to use all resources correctly and safely, with care and respect and with regard for Health and Safety and waste. Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.

What do we teach and how do we teach it?

Reading

Reading is enthusiastically promoted within daily reading lessons, during class story time, and through the use of our school library. In KS1 children’s reading lessons are delivered through Routes to Reading (linked to Success for All phonics) and in KS2 children’s reading lessons follow a three-week unit from the Jane Considine Reading Approach.

In addition, we ensure our school library holds a variety of books which children take home along with their banded reading books. We expect all pupils to read four times per week in order to move along their class reading challenge (EYFS/KS1) or to be entered into the Reading Raffle (KS2).

PiRA assessments are completed at the end of each term. Reading Assessment Programme (RAP) is conducted from Reception upwards.

Writing

At Glascote Academy, we use Literacy Tree as a framework for our writing lessons. These are engaging text-based units Allocated which inspire and enthuse a range of writing genres. Through modelling, children’s handwriting progresses from first steps in mark-making towards clear, confident and fluently joined handwriting.

Phonics

At Glascote Academy, we use FFT “Success for All” Phonics (DfE validated scheme) which includes structured reading lessons for Reception and Y1, and Jungle Club Spelling for Year 2. Lightning Squad, an intervention

scheme, is delivered to those children who have been identified as needing further support with phonics and reading.

Maths

At Glascote Academy, we use the White Rose Maths scheme from Reception through to Year 6. Workbooks are deployed in Year 1 to Year 6 for all strands and units of work. White Rose Assessments are completed at the end of each term.

Outdoor Learning

We are extremely *proud* of our outdoor learning at Glascote Academy. Our *Forest* and *Farm* areas play a significant part in both the children's school lives and within the life of the local community. Both outdoor areas are used as an integral part of the curriculum, creating a range of cross-curricular learning opportunities, which engage ALL learners. This holistic approach ensures that every subject is taught in an innovative way, nurturing children in their learning journey. Outdoor opportunities ensure that skills can be applied in a range of contexts and can be transferred back into the classroom. The outdoor area is also used to build relationships and support children with specific needs.

Enrichment

Each term, staff aim to provide further opportunities for memorable learning through the use of trips, visitors and wider experiences. The curriculum is further enriched with subject specific days, weeks or significant events.

Assessment, Recording and Reporting

Pupils' work will be assessed and moderated regularly in each of the core curriculum areas by class teachers, subject leaders, and Senior Leaders, within the school and across the Trust. Further picture building may be conducted via pupil voice, book trawls, data analysis, lesson drop-ins. A termly review is held with all members of the teaching staff in the form of Pupil Progress Meetings which includes discussions around attainment and progress and the impact of interventions and strategies used. These follow collection of data using FFT (assessment tracker), MARK analysis (PiRA) and SmartGrade (WR Maths).

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of tests and teacher assessment. The Phonics Screening check takes place in Summer term for Year 1 and where necessary in Year 2. The Multiplication Tables Check (MTC) is taken in Year 4. An initial baseline is used in Reception within six weeks of starting school and an online Learning Journey (Tapestry) is maintained throughout gathering evidence towards the Early Learning Goals in readiness for judgements of good levels of development (GLD).

Feedback to pupils about their progress takes place through discussion (feedback) either individually, group or whole class, and/or through the marking of work (*see Feedback and Marking policy*).

Continuity between and across year groups is ensured by:

- A close working relationship between all staff members across school.
- Meetings between Year 6 teachers, Inclusion Leader and staff from prospective secondary schools.
- Visits to secondary schools by Year 5 and Year 6 pupils.
- Transition mornings during the Summer term for years Reception to Year 5

- Transfer of pupil records of progress and summative assessment results.

Reporting to parents takes place three times a year through consultations and once through a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to governors, LA, leaders of The Fierté Trust, and national government.

Homework

At Glascote Academy, in response parent feedback and discussions with our Student Governors, we stagger our approach to homework:

- Children in Reception take home appropriate phonic reading books, and a book banded reading book.
- Children in KS1 (Years 1 and 2) take home appropriate phonic reading books, a book banded reading book, and a White Rose Maths Journal that links directly to the class lessons.
- Children in lower KS2 (Years 3 and 4) take home a book banded reading book, a White Rose Maths Journal, and a CGP Grammar, Punctuation and Spelling book.
- Children in upper KS2 (Years 5 and 6) take home a book banded reading book, a White Rose Maths Journal, a CGP Grammar, Punctuation and Spelling book, and a CGP Reading Comprehension book.
- Across whole school, all children are expected to read four times per week.

Monitoring and Review

Along with the Headteacher and Senior Leaders, our Curriculum and Standard's Committee is responsible for monitoring the way the school curriculum is implemented and the impact it has upon pupils' learning and general wellbeing.

The Headteacher and Senior Leaders, are responsible for the day-to-day organisation of the curriculum through rigorous picture building which includes book trawls, learning walks, pupil voice, planning trawls, and data analysis.